

DOCUMENT RESUME

ED 166 068

SO 011 069

TITLE People Liberation: One Semester Course for Social Studies or Family and Consumer Studies.

INSTITUTION San Juan Unified School District, Carmichael, Calif.

PUB DATE 74

NOTE 45p.; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Body Image; Comparative Analysis; Consumer Education; Course Objectives; *Curriculum Development; Curriculum Guides; Educational Resources; Evaluation Methods; Family Life Education; Females; Higher Education; Learning Activities; Males; Secondary Education; Self Actualization; *Self Concept; Sex Differences; *Sex Role; Sex Stereotypes; *Social Problems; Social Studies; Teaching Methods; Womens Studies.

ABSTRACT

An outline is presented for a one-semester course in "people liberation" which can be incorporated into social studies, consumer education, family education, or womens studies programs. Designed for senior high school, the course explores masculine and feminine roles in contemporary American society and helps students understand themselves as members of society. Unit topics include self-concept; role clarification; awareness of the physiological differences between the sexes and social attitudes regarding sexual behavior; social and political roles of women in past and present American society; changing opportunities for women in work and marriage; economic problems of women; and analysis of students' own life styles, aspirations, and career interests. For each unit the outline indicates the rationale and overall goal. The outline also elaborates, for each of the 82 days, specific objectives, teaching strategies, resources, and evaluation techniques. For example, in the unit on women's political role in American society, the objective is for students to apply the definition of political behavior to particular women in American history. The teaching strategy emphasizes individual research reports using resources in the school library. Evaluation is done through written papers in which students describe a famous American woman's accomplishments and examine factors which influenced her development. (AV)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED166068-

58 011 069

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sandy Hunt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ONE SEMESTER COURSE FOR
SOCIAL STUDIES OR FAMILY AND CONSUMER STUDIES.

"People Liberation"

Developed by

THE SAN JUAN UNIFIED SCHOOL DISTRICT
3738 Walnut Avenue
Carmichael, Calif.
95608

PEOPLE LIBERATION
Outline for Pilot Course, 2nd Semester, 1974.

I. Mind-self concept, role clarification

Philosophy: Expectations for men and women should match talent, ability, and reality. Self actualization should be achieved resulting in mature, growth-provoking relationships among persons.

Goal: To learn what the idealized masculine and feminine roles are in our culture and to be able to discern stereotyped attitudes. To be aware of the "real" role identities, and reach an understanding of self as humans.

| Day | Objectives | Strategies | Resources | Evaluation |
|-----------------------------------|--|---|---|--|
| | | NOTE: Teachers will review each total unit with students on the first day of the unit and provide students with a written list of due dates for any of the work expected of them. | | DAILY EVALUATION Students will write in notebook each day: What did I do today? Did I like what we did? What did I learn? |
| First Day Discuss expectations | Student will be able to demonstrate understanding of course by stating philosophy and objectives of this course. | Teacher will hand out course outlines and discuss unit activities and objectives. Discussion and questions. Explain use and objectives of notebook student will produce. | Course outline with due dates of projects. | How many drop courses. Suggest kind of notebook to be used. |
| Second Day Introduce people | Student will be able to define terms relating to masculinity and femininity. | All teachers will be present for first meeting. Each says how she came to this course. Have men too. Teacher will introduce concept. Students will suggest appropriate adjectives of masculine and feminine; teacher list on blackboard. Lists will indicate level of cognitive thinking. | Explain how course developed. <u>Be Personal</u> in presentation. Serve coffee, chocolate, cookies. Informal atmosphere. Teacher, Students' personal viewpoints. Masculine-Feminine Theodore Rosak <u>Up Against the Wall,</u> <u>Mother</u> | |

| Day | Objectives | Strategies | Resources | Evaluation |
|--------------------|---|--|---|--|
| <u>Third Day</u> | Rediscover roots of feminine and masculine. | Teacher has more subtle list of adjectives to add to student list. Could use pictures to cause them to think of masculine-feminine adjectives. | Collect pictures from magazines. Ask student to describe. Need Lou Ann Roth to research and show us how to show. Need overhead projector. | Student will be able to give 10 adjectives. Student can distinguish masculine and feminine. Some words should be different and have to look up meaning in dictionary. |
| <u>Fourth Day</u> | Organize into small (three) groups and discuss and answer question on 3 x 5 card. Or put question on board and give 10 minutes to respond, and then organize small groups. Were you a favorite of one parent or the other? How did you feel about tomboys? Who were your playmates? | Prepared questions to student concerning early life recollection. Student will react to questions and/or describe recollection. What is earliest recollection as an infant? What was favorite toy? Favorite outfit? What presents did parents give? What color was your blanket? Did you think you were feminine or masculine. How did you feel? Filmstrip - Masculinity and Femininity | Dittoed list of questions about early recollections from teacher. Filmstrip | <u>DAILY EVALUATION</u> Students will write in notebook: What did I do today? Did I like what we did? What did I learn? Student write evaluation and reaction to film (keep in notebook) |
| <u>Fifth Day</u> | Student will be able to broaden definition of masculinity and femininity. Gain greater understanding of sexism from stereotyped material. Student will distinguish sexist stereotype in mass media-children. | Lou Ann will search for nursery rhymes, toys, infant clothing, music, fairy tales. Use inquiry method in discussion. | Teacher shows examples. Discussion. | |
| <u>Sixth Day</u> | Student will be able to give example of question stereotype in mass media-children adult. | Use a day to review and discuss inputs on stereotyping. | Questionnaire from Penny's. Marle Thomas record - <u>Free to be me.</u> | |
| <u>Seventh Day</u> | Student will be able to express relationship between stereotyping and sexism. | School texts | Andrea Moen - guest lecturer on textbooks. Lou Ann will schedule. Roles of Women in T. V. season 73-74 (Chris) | Evaluate A. Moen. Student will be able to give 3 examples of stereotyping. |

| Day | Objectives | Strategies | Resources | Evaluation |
|-------------------|------------|---|---|--|
| <u>Eighth Day</u> | | Discrimination in literature - Bible, Koran, et al. Fiction. Historical tracing. | Guest lecturer (Norma Beil) Davis woman, potential of women - tape | Student will be able to write a paragraph expressing period between stereotyping and sexism. Student respond to evaluation questions. |
| <u>Ninth Day</u> | | Humor - Playboy magazine TV & movies - discussion and brainstorming. Put ideas on blackboard. Let student come to own conclusions. Teacher give examples and explain stereotyping. Compare TV housewife, voluptuous movie star with real. Newspapers - Bring paper to class, examine and compare sections. How does paper show women's interests. What are assumptions underlying space allocation and type of article? Who decides? Women interviewed differently from men? Pin paper on board to illustrate. Student ask questions of guest lecturer from paper (Male?) | Jokes, cartoons, riddles, comics (Doonsbury). Student bring examples. Give assignment earlier and have student make collage. Share material in class and put in collage later. | |
| <u>Tenth Day</u> | | Due dates Advertising - student bring in examples of stereotyping. | Due date Option for evaluation at end of unit. Gonzales to take pictures and help plan essay and develop pictures. Show to faculty. Work in small groups to make photographic essay. Write titles and sayings. | Student will write a paragraph to his notebook describing stereotyping. |

| Day | Objectives | Strategies | Resources | Evaluation |
|---------------------|---|---|--|--|
| <u>Eleventh Day</u> | Student will be able to describe and define self-concept and personalize. (d & d own) Self-esteem as females. | Respond to questions teacher presents: How do you see yourself? Who am I? How do your parents see you? Others? 4 pieces of paper. Respond to. (Throw pieces of paper away.) | Discussion of personal view-points and black-board listing. Student get personal evaluations from parents and friends-compare with own perceptions of self. What are own masculine and feminine characteristics? | |
| <u>Twelfth Day</u> | | Teacher will ask student to respond to: What kind of person would you like to be 20 years from now? | Teacher question: Student viewpoints. Film: <u>Growing up Female</u> Film: <u>Free to be me</u> - Davis Cunningham and Qugimato Need film Blood Sport - film at Ch. 13 (check to see if available to show) | 75% of students will write descriptions of selves. Write reaction to film. Create something to illustrate understanding of non-sexist or sexist and non-stereotyped or stereotypes material - nursery rhyme, story, design bookcover for child book, package for toy. Give rationale for a attitude expressed. Add photo essay with Gonzales. (due date) Explain evaluation options available to student after filmstrip. (5th day) Hand back notebooks Class discussion of value (contents?) |

(13th and 14th days - allowed for needed re-adjustments in time)

II. Body Awareness

Philosophy: Women in our society have very little knowledge of their body's functions. They should know more so they can feel more comfortable with their bodies, know how to care for them, and know where to go if they have physical problems.

A main function of our bodies is sex. Women should feel more comfortable as sexual people and be able to understand, analyze and evaluate the society's attitudes toward sex.

Goal: In this unit students will be aware of their physiological development and the functions of their bodies, especially the sexual function.

They will, by examining social and cross cultural mores, be able to determine what their own attitudes are.

They will be better aware of how to care for their bodies through nutrition, regular examinations and exercise.

| Day | Objectives | Strategies | Resources | Evaluation |
|----------------------|---|--|---|------------|
| <u>Fifteenth Day</u> | Student will be able to express feelings about knowledge and confusion about his/her body. | Introduction. Pass out article from <u>Saturday Review</u> Open-end discussion could involve roleplay situation. Outline body, outstretched on floor on butcher paper. Discuss differences and similarities. <u>How does a mother tell her daughter?</u> | "Experience your Body" <u>Saturday Review</u> , July 8, 1972. <u>Family Life Education Check List</u> (Norma. Will be modified) Butcher paper and felt pens. Figenshu | |
| <u>Sixteenth Day</u> | Student will be able to list proper terms related to body; will enable teacher and class members to feel comfortable about topic. | Write "baby" slang terms under proper heading. Relate slang terms to correct terms. Discuss implications of slang terms. Introduce students to anatomy unit. | | |

| Day | Objectives | Strategies | Resources | Evaluation |
|--------------------------|--|---|---|---|
| <u>Seventeenth Day</u> | Student will be able to describe development of human bodies. | (Anatomy unit) Use diagrams of males and females and their development. Lecture. | Colored transparencies (in Del Campo library) Stick figure transparency (Kathy) | |
| <u>Eighteenth Day</u> | Student will be able to describe the functions of the human productive organs. | | <u>Our Bodies, Ourselves</u> Figenshu Film strip (Norma) | |
| <u>Nineteenth Day</u> | Student will be able to describe the changes brought about by puberty, including menstruation. | Show films. Terms for menstruation, i. e., "falling off the roof" Lecture on secondary sex characteristics, e. g., body hair. | Films: <u>Girl to Woman</u> <u>Boy to Man</u> <u>Psychology Today</u> , Sept. 173 <u>Women learn to sing the menstrual blues</u> <u>AEP The American Woman</u> (Have Lu Ann research) | |
| <u>Twentieth Day</u> | Anatomy and physiology (continued) | | | Dittoed test on knowledge of anatomy. |
| <u>Twenty-first Day</u> | Student will be able to become familiar with cross-cultural attitudes about the body. | Divide class into 2 parts; read resources and report to class. Take-home assignment. Read <u>He-She</u> and discuss the issue of pre-marital sex as a take-off point for unit. See <u>Phoebe</u> - film about a girl who finds she is pregnant and anticipates societal responses. | <u>Male and female in other societies</u> <u>He-She</u> article on pre-marital sex. Poem from <u>Spoonriver Anthology</u> Film: <u>Phoebe</u> . Film: <u>Too-soon blues</u> . cine-Image Prod. 3929 Maquokito, Des Moines, Idaho 50311 | Synthesize values and physical condition in a brief paper. Write a paper comparing America with another society. |
| <u>Twenty-second Day</u> | Student will be able to examine one's own sexuality attitudes. | | | |

| Day | Objectives | Strategies | Resources | Evaluation |
|--|---|---|---|------------|
| <u>Twenty-third Day</u> | Student will be able to describe human sexual response. | Lecture- human sexual response- (physical and emotional) Orgasm Erection Masturbation Nocturnal Emission Physical w/emotional attachment Physical without emotional attachment Emotional without physical contact | | |
| <u>Twenty-fourth to Thirty-sixth Day</u> | Student will be able to describe the origins of American sexual values Student will be able to evaluate American sexual mores. | Examine social attitudes toward sexuality through poetry and music a. feeling level b. verbal level c. relate to present-day morality Examine students' attitudes on sexual morality with a questionnaire which student will make up in class. Develop hypotheses and check them. | Music and poetry <u>Do it in the road</u> Cat Stevens Kristofferson <u>Joy of Cooking</u> Laura Nyro Teacher - how to write a questionnaire | |
| | Continue evaluation of American sexual mores. | Special emphasis on the double standard - suggested topics: lesbianism homosexuality prostitution pre-marital sex teen-age marriage pregnancy birth control parents abortions incest | | |
| | | Compare students' responses to responses acquired by Kinsey, <u>Playboy</u> and Fisher | Graphs devised by Kinsey, Fisher, <u>Playboy</u> | |
| | | (questionnaire could be used to stimulate the study) | | |

| Day | Objectives | Strategies | Resources | Evaluation |
|-----|--|---|---|---|
| | | Karate, Police. | Speaker on self-defense Ms. Morino from Sacramento State University | Give brief evaluation of presentation. Select self-defense most effective for oneself. |
| | Student will be able to express one's own attitudes about sexual response. To be aware of the concept of body- image and how it relates to them. | Open-minded discussion "What's my body image?" "Why is body-image important?" "Why do people abuse their bodies?" Prostitution Knitting-needle abortions Over-eating | Nutrition pamphlet from Dairy Council. Home Economics Depart- ment Food expert. Exercises - expert from Boys' P. E. Department Steve Johnson (Encina) | Be able to do some exercises. |
| | | Speaker on pelvic exams, circumcision, diseases (syphilis, VD), sterility. | Gynecologist Planned Parenthood Film on self-examination | Be able to describe a pelvic exam and where to get one. |
| | Pros and cons of birth control and vasectomy. Discussion | | Readings. <u>Our bodies ourselves</u> "Misery is wondering why they haven't come up with a male birth control pill." | Be able to describe pros and cons of birth con- trol pills. Be able to evaluate the arguments. |
| | | | | Students will write a personal essay. The essay will examine their attitudes on sexual morality. They will examine their attitudes and the influences which created those attitudes. |

III. Social

Philosophy: People living in society have roles which aid them in their interrelationships with other people and with institutions. Roles have developed over time as a society felt the need to dictate particular behavior patterns. As times change these roles may also change. Often these role changes cause personal and societal tension. Today's woman is confronted by these changes in roles and consequently must deal with these changes and the resulting tensions.

Goal: This unit will examine the need for roles and the historical development of roles relating to sex. The roles of women in today's world will be analyzed so that the student will understand the choice of roles facing her.

| Day | Objectives | Strategies | Resources | Evaluation |
|--|--|---|---|---|
| <u>Thirty-seventh Day</u> | The students will be able to define the term "role" and distinguish role from status. | Hand out a list of role situations. Teacher points out discrepant behavior. Students respond. Use transparencies. | <u>Role of the Modern Woman</u> SRSS | The student will define role and status by making up their own definition. |
| <u>Thirty-eighth Day</u> | Students will be able to apply their definition of roles and status to two varying cultures. | Read about and respond to questions about the roles of men and women. | <u>Read Family Form and Social Setting.</u> SRSS (Ancient Hebrew and Modern Israelis) Sandy Kreuger "Four Families" (movie available also) | Students will respond to questions relating to the roles of women and men in the two cultures, ex. child rearing. |
| <u>Thirty-ninth and Fortieth Day</u> | Students will be able to describe the origins of roles due to a person's sex. | Lecture and inquiry (influences on roles due to bodily functions, society concepts of the female mental conditions and senses, Freud, women in education. | "Nineteenth Century Woman" <u>The American Woman AEP</u> Walden Twoskinner (Cornelia will provide material) | Students will express their understanding thru response on a worksheet. |
| <u>Forty-first, Forty-second, Forty-third and Forty-fourth Day</u> | The students will be able to understand the varying roles of women and men within the existing institutions of marriage, motherhood, fatherhood, family and the marketplace. (?) | Readings Panels (one with women and one with men) Responding to each institution listed. | <u>American Woman Today</u> , Prentice Hall Community people School personnel | For each institution discussed the student will write a "statement of choice" for herself or himself. (This will indicate that she/he sees alternatives and has a preference.) Using a framework for analysis (family form and social |

| Day | Objectives | Strategies | Resources | Evaluation |
|---|--|---|--|--|
| <u>Forty-fifth and Forty-sixth Day</u> | | | | setting) the student will utilize the data in class and place her/his own desired role with the framework. |
| <u>Forty-seventh, Forty-eighth, Forty-ninth Day</u> | Students will be able to list the causes of divorces and explain the effects of divorce on women, men, and male and female children. | Read several marital and family situations that are open-ended and supply possible out-comes. | <u>Divorce in the United States SRSS</u> Teacher prepared set of quotations. Intimate Enemy (LA research) Psychology Today Girls growing up without fathers | The student will list the causes of the divorce cases as stated in the SRSS material and hypothesize about the effect. or For a final statement paper the student will respond in writing to several quotations supplied by the teacher. |
| <u>Fiftieth Day</u> | Student will be able to describe the consequences of death in family, as it affects men, women and children. | Lecture or guest speakers. | Widows and widowers. | |

IV. Political

Philosophy: Women have had a distinct and important influence on American life. As students as well as all women, should be aware of these women to develop a sense of pride in their heritage. They should also know about important women in the present in order to have women role models.

Goal: To be knowledgeable about outstanding women, past and present, as active political influences in American Society. To be familiar with and understand the function of political organizations and how they might benefit the student.

| Day | Objectives | Strategies | Resources | Evaluation |
|---|--|---|---|--|
| <u>Fifty-first, Fifty-second, Fifty-third, and Fifty-fourth Day</u> | Student will be able to define political behavior and give examples of political behavior. In this way the class will have a common definition of what it means to act politically. | Lecture on aspects of political behavior (resources, influence, efficacy, etc.) Application of those aspects to an incident (written) | APB - Chapter #1 Defines political behavior. Use incident in Chapter 1, or create own incident which students can apply. | Provide a definition and be able to identify aspects of political behavior in the readings. |
| <u>Fifty-fifth and Fifty-sixth Day</u> | Student will be able to identify the political role of women through American history. | Lecture on women's movements of the past by examining the impact of each generation, e.g. abolitionism, Hull house. | Rees Lee <u>Century of Struggle</u> Flexner <u>Woman and the Promised Land</u> Smith <u>Women in Today's Society</u> Bibliography | Objective test (Bad idea, but easy "cop-out" for B. O.'s) |
| <u>Fifty-seventh, Fifty-eighth, and Fifty-ninth Day</u> | Student will be able to apply the definition of political behavior to a particular woman in American history. | Individual research projects. (Cody, Stanton, Anthony, Sangre, Hull, Wilson, Roosevelt, etc.) | Go to library for research. | Write a paper on a woman's life. How did you feel about her? Why? What were her motivations, accomplishments? What factors in her background particularly influenced her development? In what ways do you see her as a model for yourself? |

| | | | | |
|--------------|---|---|--|---|
| Sixtieth Day | Students will be able to identify women of different identifications and roles. | Assign topics to groups of students to research and report. | Women who have achieved, e.g., politicians, lawyers, businesswomen, senators, congress members, attorneys, school principals, etc. | Worksheet - students will have discovered one woman for each category listed. |
|--------------|---|---|--|---|

| | | | | |
|---|--|--|--|--|
| Sixty-second, Sixty-third, and Sixty-fourth Day | Apply the definition of political behavior to a woman in American society today. | <p>Speakers: politicians*</p> <p>Film: politician</p> <p>Political influences (news reporters, lobbyists</p> <p>Worksheet to inquire where influential women are in our society.</p> | <p>Ann Rudin, Sandy Smoley,</p> <p>Kathy O'Neil</p> <p>Maria Nicolas, Sandy Drew, Mary Murphy</p> <p>Telephone book, Congressional Directory, Who's Who, other references.</p> | Students will question policy - makers vis-a-vis their political role. |
|---|--|--|--|--|

| | | | | |
|---|---|---|--|--------------------------|
| Sixty-fifth, Sixty-sixth, and Sixty-seventh Day | Given 10 cases (examples) of Sexual discrimination, students will be able to describe the political resources available to women to solve those dilemmas. | Have students make list on board of various groups and organizations relating to womens rights and issues - categorize them. Discuss functions and origins of them. | <p>Speakers from NOW - ERA</p> <p>NWPC</p> <p>Womens Center - Sacramento State</p> | Objective is evaluation. |
|---|---|---|--|--------------------------|

V. Developing Potentialities

Philosophy: It is being recognized we must make fuller use of all our human resources. Women, in the past, have been limited in their contributions to society and the world of work except for those few very brave and stout-hearted exceptionals who have redefined "their place" and broken the mold. Women, more than men, have to resolve conflicts relating to marriage, children, and work preferences and demands. Disruptions and dissolutions cause stress and economic problems which require solutions. These solutions often are unplanned for and of a crisis nature; thus, women often are not able to develop their talents and abilities in an orderly fashion.

Goal: To help students understand changes that have occurred allowing more women to develop their potentialities - their abilities, interests, aspirations - as well as allowing them more options and choices in their actions.

| Day | Objectives | Strategies | Resources | Evaluation |
|-----|---|--|--|---|
| | Survival Realities: | | | |
| | A. <u>Work and Marriage</u> Students will be able to evaluate different work opportunities; analyze self, and make realistic plans for future based on data presented. | Students will analyze <u>Housewife</u> as a future occupation 1. Women's life cycles (. 43) 2. Typology of woman (p. 64) Student will relate information to own experience and predict which typology is most likely to be theirs. Boys could visualize what would be an ideal typology for them. Students will analyze own mother's role as housewife. How is this related to envisioned concepts of own future role. Analyze role satisfactions of man in the family. (p. 91 and 205) Use summary and conclusion to review points and help student with overall view of unit. Could conclude with panel of housewives who have "job satisfaction." | Book- <u>Occupation: Housewife</u> Lo pata. Should have a class set or will use dittoes. <u>Woman in a sexist society</u> Gornich How can volunteerism bring career-like and job satisfaction to a housewife? (p. 336+) <u>Union articles</u> <u>Role-play game When I Grow Up I Want To Be Married.</u> | Students could complete this statement: I believe I would (would not) find satisfaction in being a full-time housewife. Support your position. |

| Objectives | Strategies | Resources | Evaluation |
|--|--|--|--|
| <u>Examples</u> | Compare reality and responsibility with fantasy and ideals of romantic love and marriage. | Reproduce and distribute copies of <u>A Woman's Life</u> showing life cycle to age 18. | Students will make "guestimate" of how own life cycle will proceed. Student will draw in pie portions as they prefer. |
| Single life Marriage Single life - with marriage at some stage Work Career Dead-end jobs | Introduce and arouse interest in topic. Have student read pp. 35-36 of Arlene's paper, statistics about careers and dead-end jobs Assign "Introduction" pp. 1-17 <u>Woman's Place</u> | <u>Carstensen - Am. Women in the Labor Force</u> Epstein - <u>Woman's Place</u> | Show of hands of student whose mothers are in professional or in dead-end jobs (will lead to questions as to what are professional and dead-end jobs) |
| | Ask question: "Where are the women presidents?" Have students speculate from own knowledge as to why women are so scarce at top level jobs. | Carstensen paper Ch. 6, pp. 49-55. (teacher read and refer to Epstein, pp. 50-85 and 151-204 concerning women in professions) | Show of hands as to which they would choose for themselves. |
| Student will be able to analyze woman's roles in marriage-family-work combinations and demonstrate knowledge of terms and personal implications. | Discuss with student what occurs when women must reconcile the different roles required when marriage and work and children are combined. Analyze differences found in upper, middle and low economic class women. Why women? | Epstein, pp. 86-150. Bird, Carolyn <u>Everything a woman needs to know to get paid what she's worth</u> (also useful for unit on economic realities) | Student will speculate on 1) class to which he/she will belong when married, 2) how many children in family 3) types of work and cycle preferred for the woman at different age levels. |
| Students will be able to understand choices available - and demonstrate by listing options for women in our society. | Students will hear panel made up of married women. | 4 women- 2 young and 2 older. They represent "job satisfaction". | Students will complete this statement "these women believe motherhood and wifehood are satisfying because -- |

Students will be able to compare roles of mothers of today with past and future.

List tasks traditional motherhood involves. How are these changing? What are tasks likely to be in future?

Chart of time involved and costs of tasks (Norma has chart)

Make collage of pictures representing motherhood. Could be "ideal" motherhood, "smothering", future possibilities.

Statistics on marriage and divorce. Ditto on statistics of marriage and divorce. Ask student if they have divorced parents. Put numbers on board (Arlene's paper) and see how compare with National Marriage Readiness average. What are your chances of succeeding? Rating Scale (Norma)

Students will evaluate their readiness quotient for marriage.

Students will list personal characteristics that would make good mate; those that would make a poor mate.

Films:
What is marriage?
Dare to be different
Children of change
Expert: Marriage counselor to describe experiences in helping marriages in trouble.

Show films.

Unit ends with student discussing or writing a paper about how to make a marriage survive. What are the supporting ideas that marriages should survive or last a lifetime? What do you think of trial marriages and/or "living together" as a trial relationship?

B. Economic Realities:

Philosophy: Women have economic problems different from those of men in our society because of lack of training for and experience in the world of work, because of sex discriminations, because of the need to provide care for dependent children.

| Day | Objectives | Strategies | Resources | Evaluation |
|-----|---|--|---|--|
| | Student will be able to learn about problems women have concerning: | Introduce unit by giving out dittoed copies of wage and salary charts in Carstensen's paper, Table 4, 5 and 6. | Claudia Hesmangles | |
| | a. low standard of living - poverty and welfare | Lecture based on Ch. 2 pp. 15-19. | Carstensen paper | |
| | b. being head of household - the sole financial supporter and rearer of children | Add pp. 1, 2, 3 - Use overhead projector to focus attention on figures, but student will put data in notebooks. | Report of Advisory Council on the Status of Women <u>1971 California Woman.</u> | |
| | c. implications of "pin-money myth". | | | |
| | d. necessity for training and retraining. | Perhaps as summary strategy use booklet " <u>Myths about girls and women</u> " | <u>Myths</u> from Commission on the Status of women. Put on transparencies and coverup facts part while discussing the <u>myth</u> part. | |
| | Student will be able to answer question "What strategies are there for women to use to gain economic equality?" | Review ERA and Equal Pay Act of 1963 and Title VII of the Civil Rights Act of 1964. | Bird, Caroline <u>How to show the boss he's wrong when he won't treat you right and Everything a woman needs to know, etc., op. cit. (Arlene. Parts can be dittoed or student could report on different parts - would be an overnight assignment).</u> | Respond to question: What would you do if your boss refused to promote you to the next rank and you believed it was because of sex discrimination? |

Philosophy: Gain knowledge about necessity for providing adequate and physically sound care; knowledge about limitations and costs of public facilities.

| Day | Objectives | Strategies | Resources | Evaluation |
|-----|---|--|---|---|
| | Students will learn about the care dependent children require and how this care can be provided. Compare somewhat differentially among types of day care centers, cost, program, services, facilities, staff. | Agree-disagree statements Describe Centers Survey Community | Values Clarification, Simon pp. 252 and 94 Day Care What and Why Metropolitan Life Insurance Company Phone Book Slides | Through use of a Bingo type game student will analyze 2 case studies and make recommendations for type of child care suitable for each. |
| | Students will identify learning areas in a child center and observe encouragement toward developing a self image. | Learning Centers Field Trip Check List | Orville Wright Lil People Edison Dyer Kelly Child Development Center | Student will identify types of child care learning areas and laws governing child's center. |
| | Student will determine what their part in promoting child care agencies. | Write letters to legislators expressing their concerns over child care legislation. Speaker about use of public funds for day-care centers. | List of legislators and addresses. Speaker from Legislature, or Day Care Center, worker from State in area of child care, or Association for Education of Young Children. Harvey Hunt | Student will analyze their own feelings on child legislation by writing 2 letters to influential people at county, state or national level. Student will write an evaluation of speaker's point of view. |

C. What is my own life style?
What are the realities and potentialities for me?

Philosophy: By critically evaluating and examining their present life styles, students can develop a more objective viewpoint of where they are now, setting the stage for realistic self-appraisal and examination of future possibilities.

Goal: Students will briefly examine their roles as high school students, as sons and daughters of their parents, as members of peer-group structures - all of which provide pressures, stress, and satisfactions for them.

| Day | Objectives | Strategies | Resources | Evaluation |
|-----|--|---|---|---|
| | Student will be able to discuss present environment in they live and demonstrate knowledge by describing high school and home pressures and pleasures. | Introduce topic of adolescence - their frustrations, peer group pressures, depressions, urges. Have student list what they have been feeling the past week. List on blackboard the things they like and hate about high school. Discuss what the stresses are in the home. Student can list what they see as good characteristics of parents and those which are undesirable. What would be an ideal school? Student will answer question, "Why am I in high school?" Reading assignment. Carstensen paper. | Film on High School, on problems related to adolescence. Have administrator discuss with student what an ideal high school is like. Some ideas may be expressed which can be put into practice. This could be real input from students. A panel of several parents will discuss "the family" - "real" and "ideal". Carstensen - Ch. 3 <u>How schools condition females for the future,</u> pp. 20-34 (ditto this) | Students will write answers to: "Why am I in high school?" "Why do my parents want me to attend high school?" "What should I be doing with my life at this time?" or "Where are the influences on my life today likely to lead me?" |
| | Students will be able to analyze selves and how they feel towards themselves. | Take self awareness inventory | A check list about me Illinois teacher November-December '73 | Students will summarize inventory results and make 4 positive suggestions for change or improvement. |

| Day | Objectives | Strategies | Resources | Evaluation |
|-----|---|--|---|--|
| | Students will be able to ruminate about "Who am I?" "How can I become?" and demonstrate developed skill in gathering and interpreting personal data. | Students will take <u>Values Survey</u> . Introduce Strong Voc. Interest Blank. They will take both male and female forms. This will be done outside class hours. Draw around self and cut out pictures which tell something about yourself (what you like, what you want to do, etc.) Take self-awareness inventory. | Survey as found in <u>Values Clarification</u> , Simon, pp. 112-114 (Norma) Supply Strong forms-booklets and answer sheets. Butcher paper and felt pens Magazines "A Checklist About Me" Illinois Teacher, November/December, '73 | Students will summarize inventory results and make 4 positive suggestions for change or improvement. |
| | Student will be able to answer question "What do I see for myself in the next 5, 10, & 20 years after high school?" | Students will fill out questionnaire, <u>My Future</u> . Discuss and compare responses. | <u>My Future</u> , P. 85, Illinois Teacher, November/December 1973 (Norma) Omit questions at bottom. | All fill out questionnaire. |
| | Student will be able to recognize past limitations for women both for personal growth & exercise of full potentialities by contrasting statistical information from different eras. | Introduce topic by survey of women in occupations: "Then and Now", "Female Fables to Facts" | Splaver, pp. 25-8 Gould, pp. 42-3 Tape on Susan B. Anthony, Evc. Lib. | |
| | Students will be able to determine factual knowledge about women in the work force. | Give pre-test on <u>Women and Work Inventory</u> Correct and discuss. | Women and Work Inventory Results of inventory Illinois Teacher, November/December, '73 pp. 86-8 | Reports in class |
| 40 | | Students will select magazine article to read and give brief reaction. Discuss as time permits. | Magazine articles as listed in bibliography of Encina Media Center. Beil, April 12, '72 (should be revised and updated). | 41 |

| Day | Objectives | Strategies | Resources | Evaluation |
|-----|---|---|--|---|
| | Student will be able to gain in knowledge concerning future role possibilities and illustrate this by making at least tentative decisions based on a deeper understanding of personal characteristics and work/career potentialities. | Student will explore and analyze the world of work. Introduce the occupational fields and unions. | Splaver - use pp. 28-31 to introduce and inspire exploration of whatever student might want to do. | Assigned at beginning of week. Comm. reports given to class at end of week. |

Use overhead projector and have student divide themselves into committees to explore occupation areas as to interest. They will collect information, i. e., training requisites, opportunity, salaries, male-female ratios.

"Could I Get a Job?"
Illinois Teacher, November/
December, '73

Assign article "Could I Get a Job?"

Representatives from various jobs and professions will talk about themselves:

- process of decision-making and polarizing choices.
- obstacles and encouragements along the way.
- revelation of feelings of fulfillment, self-worth, and self-doubt.
- organization and discipline required to combine career/work and home life.

Women in community who represent careers (student may have choice of who they want), dead-end jobs (to be defined and contrasted with careers), welfare. Women of faculty could be used during prep periods. Could be used as resource persons in many small groups organized around particular occupational areas also. More intimacy and personal exchange would result.

Student will give brief evaluations of each presentation.
(Donna McIntyre work at welfare)
See Cornelia

Seventy-third,
seventy-fourth,
Seventy-fifth and
Seventy-sixth Day

Seventy-seventh Day

Student will be able to demonstrate knowledge concerning training and educational background related to tentative choices for future.

Student will organize into committees and arrange class presentation based on newspaper articles which illustrate discrimination and present profiles of women who have "broken the mold" in various occupations and professions.

Numerous newspaper and magazine clippings concerned with discrimination and advancement. Gives them current input. Marion Stevens (collected articles).

Presentation of committee reports and class discussion.

Student will learn about special training institutions, i.e., business and technical schools, Jr. college, 4-year colleges and universities as appropriate for each student.

Representatives from these institutions who have unbiased viewpoint concerning female potentialities. Catalogs for casual inspection. Films?

Student will explore possibilities of jobs immediately after high school.

Representative from employment service. EDUCATING WOMEN - Saturday Review, October 16, '71.

Written reactions to reps and tentative choices by 75%.

"Sugar and Spice" - Education of Women Saturday Review

Seventy-eighth, Seventy-ninth, Eightieth, Eighty-first and Eighty-second Day

Student will be able to review question: "What do I see for myself in the next 5, 10, 20 years after high school?"

Student will have copy of high school record, Strong Voc. Int. profile, estimates of special abilities, list of personal goals and values, description of family aspirations. What do they say about you? Can you organize a coherent picture of yourself from the data?

Values Inventory (Strong Interest profile) take both forms home assignment Results of family discussion about each student's potential and future goals High school record Personality evaluations from friends, teachers, others.

How effective are the conclusions from the data? Have the student become thoroughly involved in the process of self-exploration. Have 50% expanded their goals? Those who maintained earlier goals - does this seem valid? How do they measure up to the goal of "Know thyself"? Include class notebook.

"My Future", with questions added at bottom.

Class notebook.

Student will respond to questions of "My Future" once more and compare differences and similarities between the two administrations. Class discussion about the significance of differences. Student may wish to compare answers with one another and comment.